

**Coral Park Elementary  
SAC/SAF Meeting  
Wednesday, February 20, 2019 at 7:15 am**

SAC Agenda

- I. Welcome
  - II. Approval of minutes from January 23, 2019
  - III. School Improvement Plan (SIP)
    - a. Intervention and enrichment support
      - 2018- 2019 Mid -Year Reflection
  - IV. Smart Bond Status
  - V. Title I Updates
    - a. Parent and Family Engagement Plan is located on CPE's website
  - VI. CPE Events
    - 2/21- 2019-2020 Kindergarten and VPK Round Up
- 

SAF Agenda

- I. Update from last month's DAC and North Advisory Meeting
- II. Next North Advisory Meeting

Next Meeting:  
March 20, 2019



## **SAC Minutes**

**January 23, 2019**

**7:15 a.m.**

### **✓ Approval of minutes from our last SAC Meeting**

Review and accept minutes from last SAC meeting January 14, 2019

Ms. Schneider motioned to accept, and Ms. Tobon seconded the motion. Motion passed.

### **✓ MSD Kindness Day**

To honor the victims of the MSD tragedy Cora Park will participate in a day of kindness on February 14. Staff and students will participate in acts of service that will focus on the beautification of our school's rooms and grounds.

PTA would like to help and provide the needed supplies for these projects. The school will determine what items are needed and pass that information along to the PTA members.

Discussion continued with additionally ideas for the future, such as a memory garden, painting rocks with inspiring statements, or a larger project that starts on that day but continues on throughout the year.

There will also be a district-wide moment of silence at 10:17 am.

### **✓ SIP School Improvement Plan – Intervention and Enrichment Support**

An overview was given of the Jumpstart program which will be begin on January 28<sup>th</sup> and continue through the first week of May. Starting this Monday teachers in grades 3-5 will be opening their doors early, at 7:30 am, for students to begin their day. This will give the students an extra half hour of instruction each day allowing the teacher more time to work on remediation and/or enrichment skills.

Ms. Pontillo opened-up the floor for questions and any clarification needed.

It was questioned if students would be required to attend Jumpstart. Mrs. Pontillo explained that all students in grade 3-5 would have to attend as soon as they entered school and were finished with breakfast. However, students would not be penalized for arriving to their classroom at the 8:00 am bell.

Mrs. Schneider wrote a grant for our ELL learners. This Language Enrichment Camp will be held Tuesdays and Thursdays after school from 3:00-4:00 pm. It will provide extended opportunities for our English Language Learners to practice the ELA skills.

Discussion around available resources through the county's new Clever app. Parents were shown how to login using their child's username and password. This is where they can find additional resources to help support their children's education at home.



## SCHOOL IMPROVEMENT MID-YEAR REFLECTION

### 1. Has your school made progress towards achieving the goal?

*A. How do the structures and systems in place at your school ensure all facets of the school culture create predictable environments and a school climate that supports your SIP goal?*

The current structures and systems in place for the 2018-19 school year consists of:

- Creating an instructional schedule that allows for efficient student support including push in and pull out, inclusive of our Exceptional Student Education (ESE) population. The schedule also allows for block scheduling of English Language Arts (ELA) (120 minutes that include interventions and remediation) and Math (60 minutes). In addition, fourth and fifth grade have departmentalized by subjects and grouped students by needs. This supports our SIP goals of aligning instruction to grade level standards and addressing the needs of our RTI population. In addition, whenever possible, grade level teams have common planning times to collaborate and analyze ongoing data to drive instruction.
- Creating a schedule that provides opportunities for collaboration and sharing of best practices that include:
  - Team Meetings
  - Leadership Team Meetings
  - PLC Meetings
  - Data Chats
  - RTI Meetings
  - Faculty/Staff Meetings

*B. What are the gaps that exist between your current state and your desired state?*

	ELA		Math		Science	
Achievement Proficiency (0-100%)	2018 Results	2019 Goal	2018 Results	2019 Goal	2018 Results	2019 Goal
	62	64	69	71	55	57

*C. How will you address them between now and the end of this school year?*

We will address these gaps between now and the end of this school year by:

- Providing teachers with professional development opportunities and time with support staff to assist in disaggregating their students' data, utilizing the data to plan and drive instruction that meet individual student needs. Selected teachers have been scheduled to attend several trainings that include Leveled Literacy Interventions (LLI), Foundations, Responsive Literacy Instruction (RLI), Benchmark Assessment System (BAS), and Standards Support Implementation. In addition, teachers have received training for Go Math gap year resources and implementation of Broward County's newly adopted Stemscores and Science-Learning A-Z. Continuous I-Ready support and training has been and will continue to be provided through in-house training with the Reading and Math Coaches as well as through the I-Ready consultant. The I-Ready consultant trainings are provided through the Title I Professional Development funds so that teachers in K-5 may attend face-to-face sessions. In addition, we will provide teachers with research-based intervention programs and high quality instructional practices to help meet the needs of all students and reduce the gaps in student learning. This support is provided to teachers through communication during

our grade level data chats, Professional Learning Communities (PLC's) and Response to Intervention (RTI) meetings. Through these collaborations, administrators and coaches facilitate the sharing of best practices for high quality instruction, aligning of grade level curriculum to meet the specific needs of students utilizing the results of classroom assessments that include BAS, Broward Standards Assessment (BSA), and I-Ready checkpoints and Standards Mastery Assessments. These collaborations also include time to modify instructional focus calendars (IFC's) as needed based on student performance levels.

- Meeting the students' academic needs through push-in support for ELA during their Literacy block, utilizing two ESE support facilitators. In addition, through Title I funds, a Math Coach and a Reading intervention Teacher also meet with small groups based upon identified student needs. Primary teachers are utilizing Phonics for Reading, Dr. Haggerty's and the LLI to support phonics and phonemic awareness instruction. We have also purchased and implemented new reading interventions such as SAXON, Quick Reads, and Leveled Literacy Intervention (LLI) to provide reading assistance to students through small group or "Walk to Read" instruction. In addressing the math gap, our school continues to implement a school-wide Math Fluency Plan. In addition, classes are required to include daily Math Model Drawing instruction to reinforce problem solving skills. The Instructional Coaches currently assist and provide supplementary support for all grades.
- In an effort to identify and monitor individual student needs and necessary support, we utilize a data base to create reports. These reports include previous year's disaggregated Florida Standards Assessments (FSA) scores including how many points are needed to make a learning gain, along with i-Ready Diagnostic scores, BAS levels, and SWD, ELL, and lowest quartile students. Administration and support staff collaborate with grade level teams to continuously discuss and monitor student data which lends to the creation and ongoing alignment of each grade level's instructional focus calendars that includes remediation and enrichment strategies.

**2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)**

*A. What evidence do you see that a barrier has been reduced or eliminated?*

- Our English Language Learners (ELL) and Students with Disabilities (SWD), who are on standards, are not performing at grade level or making sufficient learning gains. An alignment of the daily instructional schedule has improved the delivery of our ESE support as well as small group instruction, inclusive of our lowest quartile, to all classrooms with a push-in model from our ESE support facilitator, a resource teacher, and Curriculum Coaches. In addition, Coral Park has implemented a "Jumpstart" program that provides teachers with additional instructional time daily beginning at 7:30 am. Also, grant funds from Title III have provided the opportunity for Coral Park to initiate an after school instructional camp for our ELL population. This also reduces transition time and behavior issues. The push-in/pull out of small groups utilizes research-based intervention programs that meet the needs of all students and the requirements of the RTI process.
- To streamline RTI and implement differentiated reading strategies to target specific literacy skills, a "Walk to Read" program was instituted in first, second, and third grade. This program utilizes researched-based Literacy interventions that meet the needs of each student.
- To reduce the number of absences and tardies, student attendance is monitored by our B-TIP liaison. In addition, attendance concerns are discussed during grade level report card reviews as well as RTI meetings so that support is provided through the school social worker.

- As previously mentioned, professional development opportunities are provided to build instructional capacity in balanced literacy instruction and the schoolwide research-based intervention programs that Coral Park utilizes to meet our student needs.

*B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*

We are in the process of collecting longitudinal data from I-Ready standards mastery checkpoints and diagnostics (AP1 & AP2) as well as BSA. This information will assist in strategic realignment of the grade level IFC's and instructional practice in order to close achievement gaps. Ongoing analysis of our recent BAS, I-Ready Diagnostics, and BSA data will continue to drive teacher instruction and teacher performance, so that goals are met.

### **3. Are your strategies being implemented with fidelity?**

*A. Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

Strategies are implemented with fidelity in all grade levels as daily instructional schedules have been aligned to allow for effective push-in, pull-out and small group instruction. Furthermore, all decisions regarding instruction are made based on specific Literacy, Math and Science data. Analysis is shared within PLCs, Leadership and Cadre Director meetings to share best practices and ideas. We take this opportunity to share, revise, and improve upon our implemented strategies and report our findings to our teachers. We are in a constant reflective process of reevaluation as we receive more information on the FSA. This forthcoming data will allow us to either continue, intensify, modify, or terminate strategies or action steps based on specific evidence from our current action plan. Our curriculum will also be evaluated from now until the end of the school year to meet the needs that best fit our students.

### **4. What are your benchmarks for success?**

*A. How will you progress towards your goal impact student achievement?*

*B. What is your desired state?*

*C. What gaps exist between your current state and your desired state?*

Our benchmark for success is to increase 2 points in each student proficiency for ELA, Math and Science as measured by FSA. Our plan is for all students to set SMART goals as a way of gradually building students' capacity to tackle challenges. We will continue to work on instructional practices that align with the FSA requirements by holding PLCs among teachers and monthly Leadership meetings, collecting data and carefully determining which practices are most effective, choosing appropriate interventions, creating a supportive environment, and evaluating outcomes for the next school year. Based on the data we've collected, we have determined that instruction geared towards specific students' needs is best targeted through use of research-based interventions and effective resources. Interventions are chosen based upon student data.





**BROWARD COUNTY PUBLIC SCHOOLS  
& FLYING CLASSROOM  
PRESENTS**

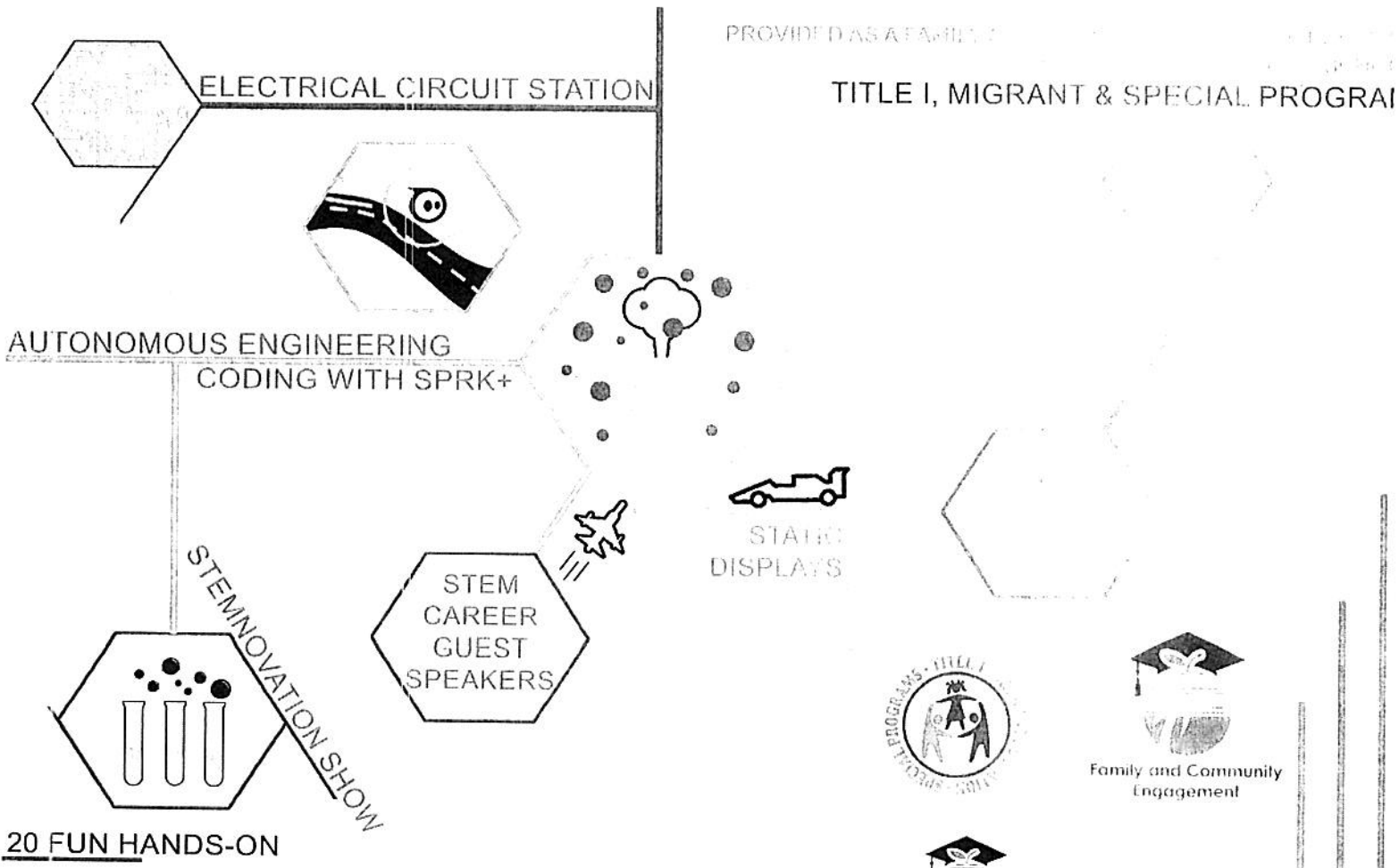


**MARCH 9, 2019**

**FORT LAUDERDALE EXECUTIVE AIRPORT  
2020 EXECUTIVE AIRPORT WAY  
FORT LAUDERDALE, FL 33309**

**FREE EVENT**

PROVIDED AS A FAMILY FRIENDLY EVENT FOR ALL STUDENTS  
TITLE I, MIGRANT & SPECIAL PROGRAMS





SAC



**BROWARD SCHOOLS**



**VIRTUAL COUNSELOR**

POWERED BY THE

DATA WAREHOUSE

- Attendance
- Membership
- Sign In Sheets
- Report
- Help
- Logout

School: CORAL PARK ELEMENTARY

Committee:

SAC

Sign In sheet for CORAL PARK ELEMENTARY Date: 2/20/19 Time: 7:15am

#	Full Name	Position	SBBC Employee	Parent Of Student At School	Sign Here .
1.	BENT, SONIA	Teacher	Yes	No	
2.	CASANAS, DONNA	Teacher	Yes	No	
3.	CLARKE, ANTHONY	Parent	No	YES No	thh
4.	CLARKE, KELLY	Parent	No	Yes	
5.	COHEN, JOYCE	IZ Rep	No	Yes	
6.	CONTE, MICHELE	Parent	No	Yes	M. Conte
7.	CORAL, LILIANA	ESE Rep	No	Yes	
8.	DECIUS, ROSELINE	Parent	No	Yes	
9.	DIXON, MARIE	ESE Rep	No	Yes	
10.	EMERY, ELLEN	Teacher	Yes	No	
11.	FIGUEROA, KARLA	Parent	No	Yes	ky
12.	GOLDSTEIN, SHANNON	Parent	No	Yes	
13.	GREENE, ANNAMARIA	Parent	No	Yes	
14.	JENSEN, JEN	Parent	No	Yes	
15.	KENDRICK, MARLENE	Teacher	Yes	Yes	
16.	LEEMAN, MINDY	Teacher	Yes	No	m leeman
17.	LOMBARDO, SUZANNE	SAC Chair	Yes	No	Suzanne Lombardo
18.	LUGASSI, MICHELE	BTU Steward	Yes	No	M. Lugassi
19.	OCEJO, RUTH	Non-instructional	Yes	No	Ruth Ocejo
20.	ORTIZ, EVA	Non-instructional	Yes	No	Eva Ortiz
21.	PHAM, KY	ESOL Rep	No	Yes	
22.	PONTILLO, CAMILLE	Principal	Yes	No	
23.	SALOM, MEGHAN	Parent	No	Yes	
24.	SCHNEIDER, HOANCA	Teacher	Yes	No	
25.	SKOLNICK, MICHAEL	BUSINESS	No	No	
26.	SOARES, LAIS	Pre-K	Yes	No	
27.	TOBON, LORI	SAF-DESIGNEE	No	Yes	Lori Tobon

Print





**BROWARD SCHOOLS**



**VIRTUAL COUNSELOR**

POWERED BY THE DATA WAREHOUSE

Attendance

Membership

Sign In Sheets

Report

Help

Logout

Guest Sign In Sheet For CORAL PARK ELEMENTARY Date: 2/20/19 Time: 7:15am

#	Full Name	Position	SBBC Employee	Parent of Student at School	Sign Here
1.	Laura Worthington	Math Coach	X		
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

Print



SAF



**BROWARD SCHOOLS** Broward County Public Schools **VIRTUAL COUNSELOR**  
 POWERED BY THE DATA WAREHOUSE

Attendance    Membership    Sign In Sheets    Report    Help    Logout

School: CORAL PARK ELEMENTARY

Committee: SAF

Sign In sheet for CORAL PARK ELEMENTARY Date: 2/24/19 Time: 7:15am

#	Full Name	Position	SBBC Employee	Parent Of Student At School	Sign Here .
1.	BENT, SONIA	Teacher	Yes	No	
2.	CASANAS, DONNA	Teacher	Yes	No	
3.	CLARKE, ANTHONY	Parent	No	Yes -No	AK
4.	CLARKE, KELLY	Parent	No	Yes	
5.	COHEN, JOYCE	IZ Rep	No	Yes	
6.	CONTE, MICHELE	Parent	No	Yes	M. Conte
7.	CORAL, LILIANA	ESE Rep	No	Yes	
8.	DECIUS, ROSELINE	Parent	No	Yes	
9.	DIXON, MARIE	ESE Rep	No	Yes	
10.	EMERY, ELLEN	Teacher	Yes	No	
11.	FIGUEROA, KARLA	Parent	No	Yes	AK
12.	GOLDSTEIN, SHANNON	Parent	No	Yes	
13.	GREENE, ANNAMARIA	Parent	No	Yes	
14.	JENSEN, JEN	Parent	No	Yes	
15.	KENDRICK, MARLENE	Teacher	Yes	Yes	
16.	LEEMAN, MINDY	Teacher	Yes	No	
17.	LOMBARDO, SUZANNE	SAC Chair	Yes	No	M. Lombardo
18.	LUGASSI, MICHELE	BTU Steward	Yes	No	M. Lugassi
19.	OCEJO, RUTH	Non-instructional	Yes	No	Ruth Ocejo
20.	ORTIZ, EVA	Non-instructional	Yes	No	E. Ortiz
21.	PHAM, KY	ESOL Rep	No	Yes	
22.	PONTILLO, CAMILLE	Principal	Yes	No	
23.	SALOM, MEGHAN	Parent	No	Yes	
24.	SCHNEIDER, HOANCA	Teacher	Yes	No	
25.	SKOLNICK, MICHAEL	BUSINESS	No	No	
26.	SOARES, LAIS	Pre-K	Yes	No	
27.	TOBON, LORI	SAF-DESIGNEE	No	Yes	L. Tobon

Print







**BROWARD SCHOOLS**



**VIRTUAL COUNSELOR**

POWERED BY THE DATA WAREHOUSE

- Attendance
- Membership
- Sign In Sheets
- Report
- Help
- Logout

Guest Sign In Sheet For CORAL PARK ELEMENTARY Date: 2/20/19 Time: 7:15am

#	Full Name	Position	SBBC Employee	Parent of Student at School	Sign Here
1.	Mete Pakyurek	Parent			<i>[Signature]</i>
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

Print

